

EDITORIAL

Editorial

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It is only right that this latest issue of MSOR Connections starts with a sincere apology for the significant delay in its publication. I would like to take this opportunity to personally say sorry for any disruption and uncertainty caused, and I would like to thank the authors, reviewers, readers and my co-editors for their ongoing support and patience during this period.

This issue contains both national and international contributions on topics from mathematics support and both specialist and non-specialist mathematics learning and teaching. We begin with an article from Mac an Bhaird et al. who report on student awareness and perceptions of the Maths Support Centre website at Maynooth University. They also investigate how students interact with the website and discuss potential future developments. The next paper from Steckles et al. investigates how mathematics undergraduates engage with informal math-based activities prior to university study and how it might impact on subsequent decisions to study degree-level mathematics.

The next two case studies explore essential mathematical skills from different perspectives. The paper by Hodds reviews the impact of a programme at Coventry University to support the development of mathematical skills in nursing students, while the paper by Lishchynska et al. discusses an intervention to enhance the algebraic manipulation of higher education students (third-level) at Cork Institute of Technology.

The following case study is one of two papers in this issue originating from the US. The first paper by Spindler examines student perceptions toward statistical projects and how this relates to the outcome of such assignments. The penultimate paper by Andris et. al., also from the US, provides an example of how students were given the opportunity to engage with a “live” operational research project to optimize a local borough’s refuse collection route. Details of the approach taken and its outcome are presented.

The final article in the issue takes us back to Ireland. Mac an Bhaird et al. review the results of a survey aimed at determining how students utilise the online learning resources developed for the Maths Support Service at Maynooth University. Further discussion is also provided on the worth of providing such resources.

Finally, it is hoped that everyone is keeping safe and well during this difficult and unprecedented time as the impact of the COVID pandemic continues to reverberate across the globe.